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ABSTRACT

Since 1979, a coalition of lawyers and educators in Sacramento, California has put on a one-day law-related education (LRE) conference in the local courthouse that draws hundreds of students from area high schools. The conference includes mock trial and moot court competitions, panels, debates, and simulations. This handbook was developed by the steering committee that directs the conference in response to requests from school districts and local bar associations that desire to start similar programs. The handbook contains narratives describing what was done in Sacramento (including information on steering committee selection and responsibilities, activities for the conference, general administrative considerations, school contacts, evaluation, public relations, and funding) and tips on how other communities might put on a successful program. The handbook also includes sample documents (letters, forms, questionnaires) that might be used in organizing and administering such a conference. (JB)

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BAR/SCHOOL
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One-Day LRE Conferences

BY MIKE ERICKSON, RICHARD GONSALVES, AND GAYLE KERNICK

SO 020369

American Bar Association
Special Committee on Youth Education for Citizenship

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This is the third of a series of handbooks on bar/school partnerships produced by the American Bar Association's Special Committee on Youth Education for Citizenship, 750 N. Lake Shore Drive, Chicago, IL 60611, 312/988-5725.

This handbook is made possible by a grant from the Law-Related Education Office of the U.S. Department of Education, Grant Number G008510131. We express our gratitude to the Department for its support of this project to improve bar-school partnerships, of which the handbook series is a part.

Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the American Bar Association or the Department of Education.

Want to make a big impact on kids and the community? Want something that is visible and educationally meaningful, but doesn't cost a lot? A one-day conference on law-related education (LRE) might be the answer.

Since 1979, a coalition of lawyers and educators in Sacramento has put on a one-day LRE conference in the local courthouse. Our conference, which takes place on a Saturday, has grown dramatically over the years, and now includes mock trial and moot court competitions, as well as panels, debates and simulations. Four hundred students from 18 high schools participated in our first conference. In our most recent, over 900 students from twenty-six high schools took part, giving us participation from almost every high school in the area.

This might sound like a big undertaking. It is. But it's one that can be done, with the help of the many volunteers a good program is sure to attract.

This handbook was developed by the steering committee that directs the Sacramento law conference, in response to requests from school districts and local bar associations who desire to start similar programs. People using this handbook are invited to use or modify any of the information it contains. This handbook includes narratives describing what we did and tips on how you might put on a successful program. We've also included sample documents (letters, forms, questionnaires) which we used in organizing and administering the conference. These documents might help you develop a program that's right for your community.

Why Do It?

An LRE conference increases interest in law-related education and demonstrates how it develops effective and responsible citizens. In addition, conferences can serve to capture the competitive enthusiasm usually reserved for athletic events in a school. Some schools may have prior competitions, others may have auditions to determine the composition of their teams. These events will vastly increase students' interest in both the conference and law-related education in general.

In our experience, this type of undertaking has to involve both the educational community and the legal community. Educators can provide organizational skills and expertise about teaching techniques, as well as realistic expectations for student performance. Attorneys and judges can provide the necessary legal expertise, as well as the resource people from the legal community. The steering committee, which directs the law-related education conference, should be a diverse group, composed of teachers, administrators, lawyers, law enforcement officers, community representatives, judges and students. In addition, conferences will benefit from the help of volunteer workers and resource people from the general community.

Steering Committee

The steering committee is the main planning and policymaking body for the law-related education conference. A primary ingredient for a successful conference is a committee with broad representation from the bench, the bar, law enforcement, attorneys, educators and students. Committee members contribute by generating ideas, identifying and mobilizing community resource people, and serving on subcommittees to coordinate and execute a conference activity.

The composition and size of the steering committee will vary with the availability of groups within the local community. A typical committee might have people from the groups listed below. While it is doubtful that you will have all these groups represented, the list is provided as a guideline.

1. County bar association
2. Association of women lawyers
3. Minority bar association
4. Legal auxiliary
5. Young lawyers' association
6. Local judges
7. City police and/or county sheriff departments
8. District attorney's office
9. Public defender's office
10. County probation office
11. School district person or someone from the county schools office responsible for social studies curriculum
12. Classroom teachers of social studies (one or more from each school district within the geographic area)
13. Parent-teacher associations
14. Students (grades 11 or 12) from each school district within the geographic area

Initial Letter to Schools

Memo To: Law Conference Contact Persons, Social Studies Department Chairpersons, and Principals

From: _____ Chairperson, Law-Related Education Conference Committee

Subject: Eighth Annual Law-Related Education Conference, January 25

Date: October 5

On Saturday, January 25, the Sacramento County Bar Association in conjunction with the Constitutional Rights Foundation, the Center for Civic Education, Sacramento Young Lawyers' Association, Sacramento Area Council for the Social Studies, and the Lawyers' Wives of Sacramento are sponsoring Sacramento's Eighth Annual Law-Related Education Conference. This conference provides an outstanding opportunity for your students and teachers to participate in a crucial examination of the legal system of both our state and our nation. The conference is open to all high school students and teachers. Students are encouraged to attend this conference as observers as well as participants.

The format for this conference will allow a school to have a team of four students to participate in moot court, a team of eight to fourteen students to participate in mock trial, and teams of two students to take part in student debates. These and other activities such as panel discussions and simulations will be conducted by resource people from all phases of the legal system.

We need to know by October 27 if your school would like to participate in the moot court competition, mock trial competition, and/or student debates. In helping you make this decision, it is important that you know that an attorney will work with the teacher and students in preparing their arguments for moot court and mock trial. A complete package of information containing the cases, the background information, and the rules for the competition will be provided for you. You, as a school representative, will receive these materials at a very important meeting to be held on Wednesday, November 9 at 3:30 p.m. at the County Courthouse, Department O. At this meeting, we will explain the background information as well as the voting criteria for judging each competition.

Please fill out the form below and return it to _____ by October 12. If you have any questions, please feel free to call.
We are looking forward to your participation.

- - - - - - - - - - - - - - - - - - - -

Name of School _____

We would like to participate in this law conference.
_____ Yes _____ No

Our school will send a team of four students to participate in the Moot Court Competition

_____ Yes _____ No
Contact Person: _____

Our school will send a team of ____ students to participate in the Mock Trial Competition

_____ Yes _____ No
Contact Person: _____

Our school will participate in Student Debates

_____ Yes _____ No
Contact Person: _____

15. Communications media: television, radio, newspaper
16. Other community support groups, such as League of Women Voters, Junior League, 4-H Club, Junior Statesmen of America, local law school staff and students

The scope of the conference will dictate which functions the steering committee will have to perform. As an example, a first-year conference might focus on the moot court, eliminating the mock trial and/or the panel and debate activities. Or perhaps your emphasis will be on a Law Fair, composed of student demonstrations and projects. Whichever emphasis you choose, subcommittees of your committee can play vital roles.

Finally, the steering committee should select an executive committee of three to five people. The executive committee should be allowed to make those emergency or "eleventh hour" decisions required for a smooth-running conference.

Activities for the Conference

Since mock trials are very popular, you'll probably want to highlight them at your conference. Another booklet in the school-bar partnership series provides a detailed look at mock trial do's and don'ts. Here we'll take a quick look at several other very worthwhile activities.

Panels, debates, and simulations are lively and informative. We recommend that you offer these whenever you have the space, time, and resource people. These activities should focus on current controversial topics of high interest to students. The students and educators on the steering committee can readily check on the degree of interest at their schools. If the debates, panels and simulations are held when there are no mock trials or moot courts, you'll get more student interest and participation. We set aside an hour in the morning of our conference and give youngsters their choice of the following activities.

Panels bring together both students and adults to discuss matters that are in the news and on the minds of young people. For example, a panel on "Minorities and Women First" brought together an affirmative action officer for the city, a retired court of appeals justice, a college student, and a school administrator. A panel on "Jailing Reporters for Failing to Reveal Information Sources" benefitted from the participation of two judges, a reporter, and a public defender. A panel on "Dungeons and Dragons – Really a Bad Influence" featured a student, two parents, a "dungeon master," and an attorney.

Student debates are formal debates between teams from different schools. They are organized and judged in the same way as other debate competitions. Recent topics have included public employee strikes ("All public employees should have the right to strike"), capital punishment ("Capital punishment should be abolished"), the possible limits of free speech ("School authorities have a duty to protect the rights of students who are members of the Ku Klux Klan or American Nazi Party"), and the rights of unwed parents-to-be ("An unwed father should be able to block the abortion of an unwed mother").

Expert debates bring in leaders from the community to argue a current legal issue. A psychiatrist and deputy district attorney recently debated whether the courts should use the testimony of psychiatrists in criminal proceedings. A retired justice of the California Court of Appeals served as moderator.

Simulations are among the most popular activities we've offered. The Police Patrol simulation developed by the Constitutional Rights Foundation is a particular favorite. We've brought in real police officers to play and debrief it.

Moot Courts simulate oral arguments before an appeals court. They deal with the legal issues of a case being appealed from a lower court. A moot court is not a re-trial of the entire court proceeding, but rather more like a debate on the merits of one or more points of law which form the basis for the appeal.

We tell students that moot courts are very different from mock trials. The trial court (which is role-played in a mock trial) considers the evidence raised by the case. A trial judge and perhaps a jury sees the witnesses examined and cross-examined by counsel and reviews any other evidence submitted. The trial court decides what happened and what legal consequences should result from the facts found to have occurred. The facts are usually found by a jury, based upon the evidence submitted at trial. The trial judge makes legal rulings and explains the relevant law to the jury.

In a moot court, the party who lost in the lower court has appealed the case to a higher court. That party seeks

Attendance Form
Law-Related Education Conference
Students Attending Conference

School: Teacher:

Students:

Adults:

*Note: Please print or type name as you would like it printed on the awards and in the program. (Check Spelling!)
Return no later than December 16 to: _____

reconsideration of the legal questions raised and initially resolved in the earlier proceedings. There are no witnesses heard nor evidence submitted at the appellate level. Instead, the appellate judges consider legal arguments from the attorneys representing each side.

Students will be given a problem which will contain a factual narrative (lawyers refer to it as a record) which presents various legal questions (lawyers refer to them as issues). Their job is to prepare arguments on these issues and then present them orally to the appellate judges. They will be opposed by counsel for the other side, who will also be trying to convince the judges of the correctness of their position. If they represent the party who lost in the lower court, they are the appellant (the party who is appealing). If they represent the party who prevailed in the lower court, they are the respondent (the party who answers the appeal).

We tell students that moot court is a lot of fun, especially if they are well-prepared. But they have to remember that they will be arguing questions of law, not questions of fact. They do not have a jury to sweep off its feet with an emotionally-charged speech. They will be arguing to judges who will want to hear substantive, logical arguments.

Each school team, coached by an educator and an attorney, prepares both the appellant and respondent sides of two cases: a criminal case and a civil case. A panel of three judges—an educator, an attorney and a judge—hear each case. In the final round, every effort is made to have a senior judge in the community serve as the presiding judge. The judge member of the panel, who serves as the presiding judge, announces to the teams which case and which side they will argue as the teams enter the courtroom.

The topics should be selected by the steering committee. The cases developed are usually fictional and are designed to present difficult problems which require balancing competing, important policy issues or legal principles. Generally, the topics involve thorny issues in criminal and civil law. In one recent year, the criminal case was about an 18-year-old high school graduate, living at home with her parents and contributing to the household expenses, who arouses her parent's suspicion that she is taking drugs.

The father asks a police officer who is also a friend of his to stop by one night. With the father's permission, but not the daughter Jennifer's, the off-duty officer enters Jennifer's bedroom and begins searching the premises. Finding rolling paper on top of her dresser, he opens the top drawer and finds a large quantity of marijuana. After riffling through the other drawers, he discovers a small amount of heroin. After finding the heroin he questions Jennifer and she replies that she's keeping it for a friend. Jennifer is arrested and convicted of possession of heroin and marijuana. Her statement that she is just keeping the heroin for a friend is admitted into evidence at her trial as an admission of possession.

Jennifer is convicted but appeals her conviction, arguing that her rights under the Fourth, Fifth and Fourteenth amendments were violated.

Among the questions that can be argued here are:

- Can the father give permission for the bedroom to be searched or must the daughter's consent be given? Is it her private room or does it belong to her parents?
- Were the drugs seized correctly under the "plain view doctrine?" Or did the officer need a search warrant to check the dresser drawers?
- Was the search by an off-duty officer legal?

Letter Of Invitation

Mr. _____
President, Board of Education
Elk Grove Unified School District
8820 Elk Grove Boulevard
Elk Grove, CA 95624

Dear Mr. _____

The plans are all set for Sacramento County's eighth Annual Law-Related Education Conference on January 25. This will be held again in the Sacramento County Courthouse at 901 H. Street. We anticipate that 900 students will be participating in this conference. Building on the extremely successful previous programs, this conference will include both moot court and mock trial competitions among student teams from participating high schools.

We especially want to thank you for the hard work that has been done by Valley High School in preparing the students for the moot court and mock trial competitions and coordinating the participation of other students who will be attending. Attached is a list of all the schools and the teachers that have been actively involved in this effort. We have also put on this list the names of the attorneys who have helped in preparing the students for the law conference.

We cordially invite you and your fellow board members to attend this event. We have enclosed copies of the program for you. If you have any questions, please feel free to call me.

Sincerely,

Chairperson
Law-Related Education Conference Committee

Enclosures: Conference Programs
List of Participating Schools and Attorneys
Mock Trial Competition—Round One List
Moot Court Competition—Round One List

- Finally, could Jennifer's admission be used in court if she hadn't been told that she had the right to remain silent or that her statements could be used against her? Was she in custody at the time of the statement?

The civil case that year involves the right to privacy versus the right of free speech.

The case revolves around a 17-year-old-girl, Tobia, who goes to a planned parenthood clinic and finds out that she is pregnant. Tobia requests an abortion and has it done soon thereafter. In taking these actions, Tobia asks that her parents not be told, and they aren't. Later, Tobia's parents accidently find out about the abortion and are outraged that they weren't informed. When they are told that by state law they do not have to be informed, they start a campaign to gain publicity on the matter and have the law changed. They argue that parents must be informed of anything that affects a minor under their care.

Because of the media campaign of the parents, the pregnancy and abortion of Tobia become well-known in the community, much to her embarassment. She sues her parents, asking for an injunction to make them stop publicizing her pregnancy and seeking damages for the invasion of her privacy.

A trial court rules that since her parents were telling the truth they cannot be forced to stop. Tobia appeals the decision.

The questions raised include:

- when does a person's right to free speech begin to infringe on another's freedom of privacy?
- under what conditions, if any, should a minor be entitled to excercise her right to privacy and in so doing withhold information from her parents that effectively restricts their parental rights and duties?

For more on these cases and samples of the other cases which we have developed over the years, contact the Center for Law-Related Education for the Sacramento Region, San Juan Unified School District, 3738 Walnut Ave., P. O. Box 477, Carmichael, CA 95609-0477, telephone: [916] 971-7139.

The briefs and fact situations should be composed by a subcommittee consisting of at least one lawyer and one teacher. This helps ensure that they are legally accurate, balanced, and understandable to the students. The fact situation details what happened in each case and defines the procedural framework. The bench brief introduces relevant cases and legal principles pertinent to each case. Although participants may do additional general and legal research to develop logical and reasoned positions, the rules provide that they may cite as binding authority only the authorities used in the bench brief. Since the students do not submit written appellate briefs, the introduction of new authorities during oral argument would be disruptive.

In our experience, training sessions for coaches and judges are very desirable. Even though most information covered in these sessions is also covered in written communication, we found training sessions provided a forum for questions and answers and cleared up many misunderstandings. The training sessions were conducted by members of the steering committee and were approximately one hour long.

There are three preliminary rounds of moot court competition in addition to the semi-final and final rounds. The first round is held in the schools three or four days prior to the law conference. Often schools are paired in the first round according to proximity in order to minimize travel time. Having the first round prior to the law conference enhances the educational experience by allowing student teams to "fine tune" their presentations and increases their anticipation of the law conference.

Media Outline

Oct. 20 Prepare a press release and mail it to the newspapers and television and radio stations. The release should contain:

1. Name and purpose of the event
2. Identity of sponsors
3. Identity of schools invited to participate
4. Where and when the event will take place

Oct. 20 Using a United Way Media Guide, identify radio and television stations that might do interviews for various public service shows and send them a cover letter listing several people available for this purpose.

Nov. 2 Call those radio and television stations that were sent a cover letter and try to arrange live interviews at the stations' convenience. Let the public service or program director of each station suggest appropriate shows or programs for the "spot." If you have a particular story angle in mind, ask the station manager if that certain program would be an appropriate vehicle. Examples might include Channel 3's "Weeknight," Channel 10's "P. M. Magazine" and Channel 13's "Morning Scene." The format of these shows are such that a taped segment of students preparing for their mock trial could be followed by an interview with their lawyer/coach and their teacher on the purpose of this exercise or competition. A good 5 to 10 minute story could be developed on this event. All of the above media coverage would be aired prior to the culmination of the competition on January 25.

Jan. 25 Make certain that all television stations on hand are informed as to what is going on in the courtroom, the names of participants being filmed and any other information the media might require.

Jan. 27 All persons from the media should receive thank-you notes or letters for the coverage they provided.

Generally, teams in the initial (first three) rounds of the moot court competition should be assigned a different side of a different case with a different opposing team in each successive round. This will provide a more diverse and competitive challenge, thereby enhancing the educational experience for the participants. You may wish to pair traditional rival schools to foster interest and competitiveness.

A scoring sheet is completed for each hearing by each of the respective judges. The point system used to determine the winner in the moot court competition is based on each team's performance in four categories: arguments, questions from the bench, rebuttal, and general performance. Within all but the last category there are specific areas, each of which is graded. The judges are asked to rate each side on a scale of 1–4 points in each of these areas, with the superior side in each area receiving three or four points and the other receiving less. There can be no ties in these areas – one side must receive more points.

In the argument category, participants are rated in four areas: the clearness and conciseness of their statement of the issues, the organization and development of their arguments, the substantiveness of their legal arguments, and whether or not the arguments are persuasive and convincing.

In the category of questions from the bench, each side is rated in two areas: its ability to respond to questioning in a direct and logical manner and its ability to maintain a sense of continuity in its arguments after responding to questions.

In the rebuttal category, there are three areas: the use of the rebuttal period to actually rebut the opposition's argument; the appropriateness, clarity and conciseness of the rebuttal arguments; and the organization and reasoning of each side's closing statement.

The final, general category has no sub-areas. It simply asks if three members of a side each presented a minimum of three minutes of the initial 15-minute presentation. If they did, the side receives four points; if not, it receives nothing in this category.

Each judge also gives an overall performance rating from 1–20 for each of the teams, to be used in case of ties.

The winning team is announced at the end of each round, but the raw scores are not given. Specific procedures and scoring process are outlined in a moot court judge training session outline and a tabulation form for moot court, both available from the Center for Law-Related Education for the Sacramento Region.

General Administration

The general administration of the conference encompasses a wide range of activities, some requiring months to accomplish and others completed during the final days of conference preparation. While we've attempted to list the tasks in an orderly sequence, flexibility and available resources should set the pace by which tasks are completed.

Press Release
Date: October 20
Subject: Students Prepare for Law Conference

The Eighth Annual Law-Related Education Conference, coordinated by the Sacramento County Bar Association, the Sacramento Young Lawyers Association, Lawyers' Wives and others, will culminate on Saturday, January 25, 1986, at the Sacramento County Courthouse.

Teams of students from nearly every high school in the county will complete in a moot court competition which simulates an appellate-level court hearing involving both criminal and civil law cases. Fourteen high schools will also send teams for the mock trial competition which re-enacts a trial on an assault and battery case. The winner in the mock trial program will go on to compete in a statewide competition conducted in Sacramento in March.

The students, coached by local volunteer attorneys, present their oral arguments in several rounds of competition, with the final rounds on that Saturday afternoon. The enthusiasm and competitive spirit of these students produce colorful and impressive performances. Members of the local trial bench who participate as judges in these simulations have compared the finalists favorably to trained attorneys in their delivery skills.

California Supreme Court Justice _____ will participate as a judge in the moot court competition and will award the trophies to the winning teams.

A variety of debates and panel discussions make up another element of the conference. The community has produced a wealth of talented resource persons who are willing to donate their time to this educational effort. There are representatives from the media, juvenile court, Sacramento County Sheriff's office, District Attorney's office, Public Defender's office, prison system, probation department, public service organizations, minority communities, educational establishment, medical community, parents and others.

The out-of-pocket costs for the project are provided by a grant from Chevron U.S.A. The coordinative effort is accomplished through a Steering Committee composed of dedicated educators, attorneys, students, judges and others who recognize the unique educational opportunities in this program.

Chair, Steering Committee
Law-Related Education Conference

Enclosure: program brochure

Sample Planning Schedule

September	**14**	Steering Committee Meeting: Moot Court Topics; Mock Trial Topic; Debate, Panel, etc., Topics
	28	Steering Committee Meeting: Statewide Mock Trial Competition; Student Debate Rules; Debate, Panel, etc., Topics
October	**5**	Legal Newsletter Article—Introduction
	5	Letter to all principals and social studies department chairpersons or last year's contact
	5	Start lining up moot court judges and coaches
	14	Follow-up telephone calls to schools not responding to 10-5 letter
	19	Confirm eight schools to participate in mock trial program (invitational basis)
	19	Steering Committee Meeting: Schedule Refinements, Moot Court Briefs, Moot Court Rating Criteria
	19	Reserve facilities—courthouse, training sites—confirming letter
	20	Initial press release to newspapers, television and radio
	20	Solicit air media interview invitations
	20	Letter to participating schools with the announcement of the first meeting
	20	Design evaluation program and draft forms
	21	Secure Lawyers' Wives volunteers to serve as facilitators
	23	Moot court cases, briefs, introduction and procedures forms sent to printer
	26	Preliminary report to chair on community resource participant commitments
	27	Preliminary layout, program brochure
	28	School Representatives' Training and Coordination Session #1—Overview, format, cases, issues, rating criteria, model of moot court
	29	Assign moot court judges and coaches
	29	Assign mock trial judges and coaches (one attorney and one educator per team)
November	**2**	Telephone air media to follow up on interview opportunities
	2	Deadline for community resource participant commitments—send confirmation letters
	6	Make lunch arrangements
	6	Secure awards and certificates
	9	Identify student debaters
	9	Identify and assign student debate coaches
	9	Program to printer
	9	Moot Court Judge Training Session (Alternative #1)
	10	Moot Court Judge Training Session (Alternative #2)
	11	Mock Trial Training and Coordination Session (teachers and attorneys)—Review rules, distribute specific case materials
	16	Legal newsletter article and news release—substance of plan
	16	Status report to funding source
December	**3**	School Representatives' Training and Coordination Session #2—Status reports (facilitators invited)
	3	Confirm jury arrangements for mock trials
	11	Round 1 pairings for moot court teams disseminated
January	**5**	Reminder letters to community resource participants, with courtroom assignments
	5	Facilitators (Lawyers' Wives Reps) Training Session (no-host bag lunch)
	12	Facilitators Back-up Training Session
	12	Mock Trial Competition, Round 1
	13	Moot Court Competition, Round 1 (at selected school sites)
	15	Final reminder letter to community resource participants
	25	Host and usher media representatives
	25	Law-Related Education Conference
	27	Thank-you letters to media representatives
	27	Legal newsletter article—report of success
	27	Letters of appreciation to community resource participants, coaches and judges
February	**5**	Compile evaluation data
	8	Steering Committee Meeting: Debriefing, Evaluation, Future Planning
March	**2**	Final, Statewide Mock Trial Competition
	9	Report to funding source

Date and Location of Conference. The final date for the conference should be selected after considering such factors as semester finals at the high schools, city or county activities which might cause conflict for resource people or students, and testing dates for PSAT and SAT. In our case, we've selected a date in mid-January as most convenient for everyone involved, but no doubt the date will vary by community.

The logical place for the conference is a courthouse. Courtrooms provide a quality of realism and a dramatic atmosphere which motivates students. Courtrooms will need to be assigned for moot court, mock trial and other activities. A judge on the steering committee can be very helpful in arranging for the use of the courthouse. If a significant number of courtrooms is required, the schedule must accommodate the normal public use of the facilities. A late afternoon, evening or Saturday schedule is, therefore, usually necessary. If local court facilities are unavailable, a college or school setting is the best alternative.

Planning Schedule. Although the plan must be flexible, a definite planning schedule is necessary for a successful conference. As can be seen on the sample Planning Schedule on page 8, all tasks are listed with a date of completion. The schedule should be prepared by the executive committee and reviewed by the total steering committee.

Program Schedule and Printing Arrangements. A conference program which lists participants and the locations and times of the various activities should be drafted as soon as participating schools and resource people are confirmed. Print programs at least three weeks prior to the date of the conference. The program can then be used to help publicize the conference, as well as serving as a resource on the day of the conference for all participants at the courthouse.

Position Assignments for Teams. The assignment of cases and the appellant or respondent position in the moot court and the defense or prosecution position in the mock trial should be kept secret until the school teams actually meet in the courtroom. (See the handbook on mock trials for more on how to conduct this activity.) The secrecy also increases the educational value by requiring students to be prepared to argue both sides of both cases and appreciate the merit of the arguments of the opposing student attorneys.

Lunch Arrangements. The conference site, program schedule, and availability of fast food outlets are primary factors to consider when planning for lunch. Lunch can consume a substantial portion of the budget if provided by the conference. Many students skip lunch or insist on making their own arrangements. The issue needs careful attention to avoid becoming a budgetary minefield.

Parking. Free parking in a city or county lot is desirable. All participants should be made aware of available parking areas prior to the day of the conference.

Robes for Conference Judges. Robes add to the drama of the courtroom setting. If possible, robes should be provided for each of the moot court judges and for the mock trial presiding judges. Robes may be borrowed from individual judges, a church, or a school which owns its graduation robes.

Signs. Signs on the day of the conference can save conference workers a lot of time and energy. The subcommittee should examine the conference facilities and anticipate common questions from participants. Some signs which have proven helpful are listed below:

- Registration A-I, J-R, S-Z
- Lunch Tickets Here
- Conference Sessions on Floors, 1, 2, 3 ONLY
- Moot Court Sessions on Floor(s) 1, 2
- Score Board (all participating schools have scores posted)
- Control Center
- Moot Court Round #2 (list school teams per courtroom)
- Mock Trial Round #2 (list school teams per courtroom)
- Free Parking at Lot A—16th and H Streets

Sign-making materials should be available on the day of the conference for additional signs as the need arises.

Program Packets. Program packets should be preassembled and available for distribution to all participants on the day of the conference. Basic supplies will often be donated by local businesses. The packet usually contains the following items:

- Printed conference program
- Writing paper or a note pad
- Pen or pencil
- Name tag
- Moot court and mock trial fact situations
- Evaluation forms
- Lunch ticket (if pre-paid or provided)

Assembling the packets requires coordination among those procuring the items, those delivering materials to

Overall Evaluation of Conference
Please Rate the Following:
(1 = Low Score; 5 = High Score)

A. Organization of Program 1 2 3 4 5

B. Sufficiency of Student Participation 1 2 3 4 5

C. Selection of Topics 1 2 3 4 5

D. What I Liked Most: _____

E. What I Liked Least: _____

F. Suggestions for Future Conference (use back of form if necessary):

_____

_____

_____

If you are interested in working on next year's conference, please give your name, address and phone number on the back of this page.

the site of the conference, and those arranging for the volunteers to assemble the packets. Community groups such as the 4-H Club, Lawyers' Wives, and Boy Scouts have been invaluable in assembling the packets. At our most recent conference, we provided a law conference newspaper in lieu of the conference packet. This newspaper was less expensive than the packet and is worthy of consideration for those planning a conference.

Registration at Conference. A registration procedure must be established for the day of the conference. Generally, two processes are needed: one for resource people (judges, panelists, etc.) and a second for student and teacher participants. The latter is relatively easy; participants sign their school's roster, pick up a conference packet, complete a name tag, and arrange for lunch.

Resource people on the program and other guests should register at a separate table. Each person should receive a packet similar to the packet given student participants. If pre-made name tags are used, unclaimed name tags will give the steering committee ongoing, current information on the absence of resource people.

Conference workers and steering committee members should register at the table with the resource people. All conference volunteers should have specially-marked name tags so they can be easily recognized by those needing assistance.

Awards and Certificates. Generally, it is advisable to recognize as many students as possible. A certificate is given to each student participating as a debater, panelist, and/or member of a moot court or mock trial team. The certificates, except for the first and second place teams, are distributed by the respective team coaches. The first and second place teams receive their certificates at the award ceremony. However, because the award ceremony will vary dependent on the number of participating schools and students, smaller conferences could present all certificates at the award ceremony.

Members of the first and second place moot court and mock trial teams also receive individual plaques. The first place teams receive a trophy. The conference budget may dictate some consideration be given to presenting perpetual trophies. We believe the trophies selected should be commensurate in size and quality with those given for major athletic events. Students value these tangible expressions of appreciation, and the plaques and tropies serve to motivate other students' interest.

Finally, the awards presentation may be repeated at several times and places to give recognition to individual students, schools, coaches, and sponsoring organizations, and to publicize the goals of the law-related education conference. Some appropriate places for additional presentations are district board of education meetings, local bar association luncheons, senior class awards ceremonies at winning schools, city council meetings, county board of supervisors' meetings, and other community affairs.

Control Center. A control center is a designated room at the conference site from which the steering committee oversees and coordinates the conference activities. Steering committee members, especially the executive committee, should be assigned to the center and available to make on the spot decisions in reply to "Oh! I forgot to bring..." or "Resource person 'X' has not arrived yet: what do we do?" The control center is the place where problems arrive seeking solutions.

The control center is also the place where scores from the moot court and mock trial competitions are tabulated so that pairing of school teams for the next round can be announced. Scores should be posted (a big, premade chart is excellent for this purpose) and a record maintained of case assignments. As a practical matter, team coaches and students are competitive and may challenge the accuracy of the computations. During the past two conferences a computer and its volunteer operator have been a tremendous asset because scores could be tabulated rapidly and printouts obtained for each school.

For people working in the control center during the conference, flexibility is the key: keep "warm" but don't "overheat."

Having a few judges in reserve to fill in for last-minute cancellations is a great "worry saver" and is strongly

Moot Court Participant Evaluation

Please Check One:

☐ Moot Court Team Member
☐ Moot Court Judge
☐ Other Student Presenter
☐ Other Teacher
☐ Student Observer
☐ Non-Student Presenter
☐ Other _____

A. Moot Court Rules Were Clear ☐ Yes ☐ No
B. Moot Court Rules Were Fair ☐ Yes ☐ No
C. Comments: _____

_____

_____

D. Problems Were Interesting ☐ Yes ☐ No
E. Problems Were Relevant ☐ Yes ☐ No
F. Comments: _____

_____

_____

G. Recommended Future Topics _____

_____

_____

Please Rate the Following:
(1 = Low Score; 5 = High Score)

H. Effective Questioning by Judges 1 2 3 4 5
I. Fairness of Judges 1 2 3 4 5
J. Structure of Competition 1 2 3 4 5

Comments: _____

_____

_____

recommended. Attorney or teacher coaches are a natural extra resource to press into last-minute service as judges if the control center has developed a mechanism to keep track of their location during the conference.

Thank-You Letters. After the law conference, we strongly recommend that thank-you letters be sent to all participating individuals and groups. This will help to ensure voluntary participation for the following year. (See the sample on page 12.)

School Contacts

One of the our goals—and, most likely, a goal of anyone else who pursues a similar venture—is to have as many schools participate as possible. Begin by inviting every high school, public or private, to take part.

The steering committee should appoint a subcommittee of people who are familiar with the structure and organization of the school system to serve as school contact people. Contacts should be made by letters and memos at every stage of preparation (see samples on pages 3 and 5). To ensure wide participation it is often necessary to persist with follow-up telephone calls.

We recommend sending letters to the following:

1. District or county superintendents of schools
2. Assistant superintendents or directors of curriculum
3. High school principals
4. Social studies department chairpersons
5. Teachers who are otherwise identified as likely to have a particular interest in law-related civic education

Once contact has been established at an individual school, all correspondence should be sent to that person, with a copy to the principal. This contact person should be asked to serve as the liaison between the steering committee and the school.

To promote support from the entire school system, send invitations to the conference to school board members, superintendents, and leaders of the legal community.

Evaluations

We recommend that both participants and observers have some opportunity to evaluate the conference. These written evaluations provide information that can be used in planning the conference the following year.

We use separate evaluation forms for each activity and collect the forms at the end of each session. This seems to be the only way to ensure that a high percentage of forms are returned.

We recommend that the evaluation forms measure both information conveyed and the degree of interest engendered by each session. The evaluation forms give the most useful information if they contain items which can be numerically tabulated as well as the open-ended responses under "Comments." (See pages 9-11 for samples.)

Program Evaluation

Panels

☐ Dungeons and Dragons—Really a Bad Influence?
☐ Minorities and Women First
☐ Jailing Reporters for Failing to Reveal Information Sources
☐ Immigration and Assimilation

Student Debates

☐ Public Employees Strike
☐ Capital Punishment
☐ The Child-To-Be Is Ours
☐ Free Speech—Are There Limits?

Expert Debate

☐ Testimony of Psychiatrists in Criminal Proceedings

Simulation

☐ Police Patrol

Please Check One:

☐ Student Presenter
☐ Teacher Presenter
☐ Other Presenter
☐ Student Observer
☐ Teacher Observer
☐ Other Observer

Please Evaluate Program Features by Circling the Appropriate Number:
(1 = Low Score; 5 = High Score)

Interesting	1	2	3	4	5
Informational	1	2	3	4	5
Well Organized	1	2	3	4	5

Comments: _____

The steering committee should tabulate and discuss the evaluations a short time after the conference, while people are still familiar with the details.

Public Relations

Public relations will increase student and community interest in the project and help attract resource people and contribute to future funding of the program. Ideally, a member of the media would serve as the public relations chairperson of the steering committee. If this is not possible, someone knowledgeable about the local media should be involved.

In our experience, it's been necessary to make many contacts with the local media to get exposure. If the competitive aspects of the conference are stressed, the media is more likely to cover the event. Contacts can be made by way of written press releases (see sample on page 7) and follow-up telephone conversations and meetings. Press releases should be issued periodically, beginning approximately two months before the event. The personal contacts, however, seem to have the greatest effect.

Thank-You Letter
January 27, 1986
Dear Participant:

Thank you for your support of and contribution to Sacramento's Eighth Annual Law-Related Education Conference.

We had over 900 students involved in a stimulating, relevant, education experience in this process. Your help—and that of 150 other educators, attorneys, judges and civic minded persons—made this year's conference another striking success. Due in large measure to this support, this conference continues to be an annual event for Sacramento County.

The competition in both the moot court and the moot trial was excellent. [The rest of this paragraph notes the winners and runners-up in the moot court and mock trial competitions]

There are two more things we would like to ask you to do for us. First, take a little time to complete and return the enclosed questionnaire, which invites you to focus on some issues concerning the design and administration of the conference. We have tried to streamline this questionnaire so it will not place an undue burden on your time, and would like to have your response in time for a meeting of our Steering Committee in three weeks.

Second, find opportunities to heighten community awareness of the value of these law-related educational experiences. These opportunities can be replicated throughout the school system, and the rewards that can come from a serious commitment to them are staggering.

We hope you share our enthusiasm for this event and look forward to your involvement in our future efforts. Thank you again.

Sincerely,

Chairperson
Law-Related Education Conference
Steering Committee

Funding

The costs of the first year of our law conference were absorbed by the organizations represented on the steering committee (school districts, law firms, etc.). Although the conference did function adequately planning was very difficult with such a limited and indefinite budget.

Obviously, conferences would be more effective with definite sources of funding. Some possible sources are local bar associations, private foundations, private corporations, and the school districts involved. A private corporation with an interest in education might be willing to provide a small grant.

Law-Related Education Conference Budget

Category	Amount
Awards	$500.00
Lunches	1,100.00
Secretarial Salary	1,800.00
Postage	250.00
Printing, School District	500.00
Printing, Outside	700.00
Supplies	150.00
Total	$5,000.00

As the budget shows, the $5,000 grant which the Sacramento Area Law-Related Education Conference receives from Chevron U.S.A. has provided for the monetary needs of the conference. This, of course, assumes a great reliance on volunteer workers, planners and resource people, but these can normally be found in abundance for this sort of project. The only personnel we pay are the project secretary and the county-employed custodians and security people for the day of the conference.

As you may notice in the budget, a major expenditure was for the lunches. We provided them initially to increase student participation and make up for the lack of lunch facilities near the Sacramento County courthouses. If that element can be reduced or eliminated, the cost of the conference can be quite modest.

Even with lunches left in, the conferences are a tremendous value. They cost little, accomplish much. Any funding source should realize that they are getting a lot of value out of their contribution because of the enormous volunteer pool of people interested in young people.

The authors are members of the Steering Committee for the Law-Related Education Conference, which operates as part of the Center for Law-Related Education for the Sacramento Region. Mike Erickson and Richard Gonsalves are teachers at Bella Vista High School; Gayle Kernick is Sacramento area coordinator of Law in a Free Society and an administrator at Rio Americano High School. The Steering Committee for the LRE Conference is chaired by Thomas A. Craven, a Sacramento attorney.